

### *From Editorial Board*

In this issue, we published five research articles dealing with different important issues in science education. We believe that all these articles will contribute to those who want to improve science teaching and learning.

In the first article; **Preparing Prospective Teachers in Integrating Science and Local Wisdom through Practicing Open Inquiry**, researchers investigate teacher candidates' abilities for integrating science and local wisdom in preparing teaching materials and learning outcomes. How local wisdom, issues and what type of samples have been used in different cultures is an important issue in science teaching learning process. Using daily life problem or local wisdom issues in science education recommended by John Dewey. Although theoretically many articles have been written about this issue, we have limited samples and research papers on how we can achieve it in practice.

In the second article; **Experiential Learning: Its Effects on Achievement and Scientific Process Skills**, researcher tries to determine the effects of experiential learning model on student teachers' achievement in chemistry as well as their scientific process skills. This article will especially contribute to those who teach chemistry courses in University level. With exposition teaching approaches, prospective teachers' are not grasping chemistry concepts and inside of this teaching approach, experimental learning model should be used teaching all the subject courses at university level.

In the third article; **Effects of the Natural Product Mini Project Laboratory on the Students Conceptual Understanding**, researchers examine the influences of an application of the natural product mini project laboratory on students' conceptual understanding. Research results showed that students used the natural product mini project laboratory more conceptual understanding than the students used verification laboratory. This article's main message to science educators is that verification laboratory activities have little influences on learning science concepts.

In the fourth article; **Pre-Service Science Teachers' Conceptions of Systematics and Taxonomy**, researcher examines the pre-service science teachers' conceptions of Systematics and Taxonomy. With this article we learned that science teacher candidates have been learning many misconceptions during their education process. These misconceptions should be removed before teaching practice courses.

In the last article; **Patterns of Conceptual Change Process in Elementary School Students' Learning of Science**, researcher tried to gain thorough information of conceptual change process that occurred on the elementary school students in learning science. This study is cross-sectional study and followed second, third, and fourth grade students at one of the private elementary schools. It gives detail knowledge about how conceptual change has been accrued level by level. At the end it is recommended that elementary school teachers need to be aware of the importance of students' basic knowledge and to develop teaching strategies that promote effective conceptual changing process in students learning of science.

Thank you very much all the reviewers and other technical staff who made very important contribution in preparing this issue. We are waiting your comments and contributions and your research papers for the next issues. I recommend you to read the special issues on STEM.

On behalf of Editorial Board

Prof. Dr. Salih EPNİ

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